

Appendix 1

Inventory *of the School's Practices*

**BRINGING FAMILIES
AND ELEMENTARY SCHOOLS
CLOSER TOGETHER**



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Note: This tool is part of a kit that includes two other documents: a questionnaire for parents and a companion guide that outlines the entire process and provides additional material. Several people from the education community and partner organizations validated the kit's content. A list of these people can be found in the Companion Guide.

INVENTORY OF THE SCHOOL'S PRACTICES

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INTRODUCTION

The inventory of practices is a simple, user-friendly tool available to school teams, staff and governing boards to help them work more closely with parents. Developed with a view to mobilizing all stakeholders, this process is a starting point on how to establish fruitful and lasting partnerships with the families of students.

Using questions and examples, the following exercise is designed to draw a portrait of the school's practices in the four areas most likely to help improve partnerships with parents. In addition to providing an accurate assessment of the current situation and identifying the strengths and weaknesses, this exercise makes it possible to explore new courses of action for the short, medium and long term. In this respect, we must stress that the many examples given in this inventory were taken from existing strategies that have proven to be effective and that some schools have already implemented.

This inventory includes four focus areas that can be discussed together or separately:¹

Focus area 1 *Diversifying and facilitating communication between parents and the school*

Focus area 2 *Helping parents exercise their role*

Focus area 3 *Encouraging parents to participate in school life*

Focus area 4 *Working more closely with the community to meet the needs of families and young people*

Although the order in which the focus areas are presented does not reflect their importance, we would like you to consider focus area 1 first (Communication). Promoting and encouraging a genuine dialogue between the school and parents are undoubtedly the first steps in strengthening the other focus areas.

We also suggest that the school team reflect on each focus area before distributing the questionnaire to parents. We believe that it is easier to ask parents about certain aspects of the school/parent partnership when the school staff has a good overview of the situation. For more information, consult the *Companion Guide*, which outlines the entire process.

1. Since the focus areas can be discussed separately, the same questions may appear in more than one focus area.

**FOCUS
AREA**



- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***



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**DIVERSIFYING AND FACILITATING COMMUNICATION
BETWEEN PARENTS AND THE SCHOOL**

Diversifying and facilitating communication between parents and the school involves implementing varied, effective methods that will help establish a genuine dialogue between the school and parents about all aspects affecting children's lives (e.g. transition from preschool to elementary school, students' progress, health, choice of extracurricular activities). This focus area examines the frequency and variety of written messages or verbal exchanges, the welcome parents receive at the school, the content of the messages and the methods used to communicate with parents.

- 1. Is there a general policy governing communications between the school and parents?**
(For example: rules or instructions that govern the types of written messages and verbal exchanges with parents; the people assigned to these tasks; response time; communication tools to be used; guidelines as to follow-up with the parents about their child; use of the school agenda or telephone, etc.)

- 2. Does the school inform parents about the various ways it plans to communicate with them?**

- 3. At what times of the year and for what reasons does the school communicate with parents?** (For example: to welcome parents at the beginning of the year; to regularly provide information on their child's progress and success; to invite them to a meeting when report cards are issued; to provide general information on subjects such as taxing or the code of behavior.)



4. Does the school ask parents about their needs or expectations of the school?

If so:

- List the methods used (e.g. questionnaire, telephone survey).
- Describe the outcome.
- Indicate whether the school follows up with parents to find out whether their expectations have been met.

5. Does the school produce a newspaper or letter for parents?

If so:

- Indicate how often.
- Describe its content (e.g. calendar of special events, information on extracurricular activities, information on volunteers at the school, recognition of the achievements of students, families and members of the community).
- Indicate who helped write the newspaper or letter (e.g. parents, students, teachers, governing board, administration).
- Specify whether the school has the opportunity to hear what parents think about this information.

6. Are parents informed of the decisions and actions of the school's governing board?

If so:

- Specify how often the information is disseminated.
- Describe how the information is disseminated (e.g. posting of meeting minutes, signs announcing important decisions, summaries given at meetings, newspaper or notes sent to parents).
- Specify who is responsible for disseminating the information.
- Describe how parents feel about the dissemination of information relating to the governing board.

7. Are parents informed of the activities of the school's parent committee or parent participation organization?

8. Does the school have a Web site?

If so:

- Describe the content of the site that is addressed to parents. Is it the same as that of the newspaper?
- Indicate whether it is updated regularly.
- Indicate whether parents can communicate with school staff by e-mail.

9. Does the school consider the telephone as a communications tool?

If so:

- Describe how the telephone is used in the school (e.g. personalized voice mail for each teacher, recorded messages that provide information, use left to the discretion of each staff member, systematic transmission of positive comments, good news, relevant information requested by parents).
- Indicate how often the telephone is used.
- Identify the context in which the telephone is generally used (e.g. to resolve conflicts with a student, personalize contact with a parent, convey encouragement).

10. Are displays used in the school to keep parents informed?

If so:

- Describe the content of the messages in the displays.
- Specify the format of the displays (e.g. large posters, notices on a bulletin board).
- Describe the location of the displays.
- Describe the outcome and what parents think about the displays.

11. Are displays used outside the school (in the neighbourhood, village or community) to keep parents informed?

If so:

- Describe the content and format of the displays.
- List the locations of the displays (e.g. in financial institutions, churches and other places of worship, libraries, signs on school buses).
- Describe the outcome and the reactions of parents.

12. With regard to written or verbal communications, has the school made provisions for reaching parents who share custody of their children?

13. What is the general “tone” of the messages sent to parents?
(For example: matter-of-fact, neutral, warm, positive and optimistic.)

14. With regard to written or verbal communications, has the school made provisions for reaching:

- Parents with low literacy skills or little schooling?
- Parents who are not proficient in English?
- Parents who do not sign and return reply slips?

If so:

- Describe the methods used (e.g. using different coloured sheets for different types of information, using a larger font size, simplifying the vocabulary, shortening the sentences, using everyday words, sending the messages in different languages, having a resource person available to help parents, if necessary).

15. Are the signs used in the school to identify the classrooms, gymnasium, administrative offices or other rooms sufficiently clear for people who do not go to the school often?

16. Has the school implemented procedures to ensure that parents feel welcome at school during the day (before, during or after class)?

If so:

- Describe the methods used (e.g. setting up a meeting room or special waiting room for parents, organizing an “open house” or special welcoming activities for new students, providing guided tours of the school, designating a resource person to answer parents’ questions).
- Indicate whether the school has adopted a code of ethics for school staff with regard to attitudes and procedures that make parents feel welcome at school.



17. Does the school have ways of verifying whether the information reaches parents?

(For example: using reply slips, collecting signatures from parents, calling if parents do not respond.)

18. Does the school use the local newspaper as a way of communicating with parents?

If so:

- Describe the content of the messages or articles.
- Indicate how often the school uses the newspaper.

19. Does the school inform the community of its activities and achievements?

If so:

- Describe the methods of communication used.
- Describe the content of the messages or articles.
- Indicate how often the school informs the community.

20. Does the school seek to reach a large number of parents or does it target smaller groups? (For example: parents from a specific community or parents of students in Elementary Cycle One.)

21. Does the school plan to offer training on the importance of the school/family partnership as part of the professional development of its team?

22. Does the school ensure that parents are aware of services offered to their children (remedial and special education services, speech therapy services, psychoeducational services, health services)?

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:

(e.g. principal, cycle one teaching staff, professional staff, etc.)



ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation regarding communications between parents and the school?

☐

Excellent

☐

Good

☐

Average

☐

Requires development

In the opinion of those present, what are the school's main strengths in terms of communications between parents and the school?

In the opinion of those present, what aspects of parent-school communications could the school improve?

THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to improve communications between parents and the school.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered for improving communications between parents and the school.

Indicate the long-term actions (i.e. within two years) and means that could be considered for improving communications between parents and the school.

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**RESULTS ANALYSIS
AND FOLLOW-UP ACTIONS - PHASE 2**

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents and school staff.

**COMPARISON OF THE RESULTS OF THE INVENTORY
AND THE QUESTIONNAIRE ON FACILITATING COMMUNICATIONS
BETWEEN PARENTS AND THE SCHOOL**

Strengths noted by parents

Strengths noted by school staff



Parents' suggestions for improvement

School staff's suggestions for improvement

Strategies or actions requiring review or completion, if applicable

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- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

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2

HELPING PARENTS EXERCISE THEIR ROLE

Helping parents exercise their role involves offering them opportunities to become more informed and to share their concerns about their child's well-being, health and safety. In this respect, it is in the school's interest to work with health organizations and other appropriate partners.

1. Does the school organize meetings, discussion forums, information nights or workshops for parents?

If so:

- Describe the topics discussed (e.g. transition to elementary school, motivation, information to help parents supervise their children and discuss homework at home, homework assistance, the changes that occur in adolescence, discipline and support, violence, conflict resolution, eating disorders, taxing, graffiti, transition from elementary to secondary school).
- Indicate the format used to present the information (e.g. two-hour meeting in the evening, series of six weekly meetings, book, videocassette).
- Specify whether religious or cultural holidays or community events are taken into account when setting up meeting dates (e.g. handing out report cards in secondary school, hockey playoffs, first and last days of the month for families who receive income security benefits).
- Indicate whether parents are given a choice of meeting times that are convenient for them.
- Describe the outcome of the most recent meetings held at the school (e.g. turnout, satisfaction of parents).

2. Does the school make it easier for parents to participate in these meetings?

For example:

- Describe the methods used.
- Are there activities for the students and their siblings during these meetings?
- In outlying areas, does the school offer or inform parents of ways of making it easier for them to attend meetings (e.g. carpooling, use of a room at the local CSSS or in a school closer to students' homes)?
- Does the school provide interpreting services for parents, if necessary?
- Are parents informed in advance of the availability of these services?

3. Does the school inform parents of meetings, information nights or workshops organized by other community organizations?

(For example: programs of the Ministère de l'Immigration et des Communautés Culturelles, activities offered by the CSSS, adult education centres or literacy groups, extracurricular activities, services provided by the police or the municipality, information on prevention or intervention programs for young people.)

If so:

- List the types of activities (e.g. literacy or language courses, youth centres, other activities listed in the previous point).
- Describe how the school informs parents (e.g. through posters in the school or in stores, through newspapers or local organizations, leaflets given to the students, the school Web site, pamphlets or information tables in the school on back-to-school nights, during meetings or when report cards are handed out).

4. Does the school organize other activities that allow parents to meet and discuss solutions to problems related to their role as parents? (For example: through support groups, mutual-aid networks.)

5. Has the school put in place mechanisms specifically intended to reach:

- fathers?
- mothers?
- grandparents or any other person responsible for students who do not live with their parents?
- single-parent families?
- parents who share custody of their children?
- parents who cannot attend activities because of work?

6. Has the school put in place mechanisms to show parents how important their role and contribution are in:

- talking to their children about their life at school, their relationships with their teachers, what goes on in the classroom, etc.?
- asking their children questions and following up on homework or their studies?
- talking to their children about their dreams or plans for the future (occupation, career, transition to secondary school)?
- encouraging or praising their children, attending shows or activities, or taking part in excursions in which their children are involved?
- continuing to support their children until they complete elementary school, despite their sometimes lukewarm attitude?

If so:

- Describe how parents receive this information (e.g. informally, through telephone messages, regular letters, personalized messages to certain parents).
- Indicate who provides this information (e.g. a teacher, an administrator, other).

7. Aside from organizing structured information sessions, does the school use other means to provide information to parents on topics that affect its role?

If so:

- Describe the topics discussed (e.g. the school's mission, the code of student conduct, program objectives and content, support services at school and in the environment, choice of extracurricular activities).
- Indicate how the school provides this information (e.g. information leaflets, large posters, messages in the agenda, the Internet).

8. Aside from organizing structured information sessions, does the school currently offer, or is it working with partners to offer, services to assist parents?

(For example: food bank, inexpensive lunches for children and teenagers, used-clothing bazaar, health clinic, psychological support.)

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

**RESULTS ANALYSIS
AND FOLLOW-UP PLANS - PHASE 1**

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:

(e.g. principal, cycle one teaching staff, professional staff, etc.)



ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation between the school and parents regarding the role of parents?

☐

Excellent

☐

Good

☐

Average

☐

Requires development

In the opinion of those present, what are the school's main strengths in helping parents exercise their role?

In the opinion of those present, what aspects could the school improve to help parents exercise their role?

THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to help parents exercise their role.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered to help parents exercise their role.

Indicate the long-term actions (i.e. within two years) and means that could be considered to help parents exercise their role.

[illegible]

**RESULTS ANALYSIS
AND FOLLOW-UP ACTIONS - PHASE 2**

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents and school staff.

**COMPARISON OF THE RESULTS OF THE INVENTORY AND THE
QUESTIONNAIRE ON HELPING PARENTS EXERCISE THEIR ROLE**

Reasons parents give for participating or not

Topics or areas of discussion that parents request for meetings



Topics or areas of discussion addressed during meetings with school staff

Means proposed by parents to facilitate their participation

Means used or proposed by the school to facilitate parents' participation

***HARMONIZATION OF STRATEGIES TO HELP
PARENTS EXERCISE THEIR ROLE***

Strategies or action requiring review or completion, if applicable

[illegible]

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3

- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

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3

ENCOURAGING PARENTS TO PARTICIPATE IN SCHOOL LIFE

Encouraging parents to be involved in school life consists in using various methods to make it easier for parents to participate in different types of activities. Some examples of how parents can participate include attending activities or events organized for or by the students or becoming a parent volunteer.

1 . How do parents currently participate in school life?

For example, by:

- attending shows, award ceremonies or student exhibits
- taking part in parent-child sports activities
- offering help to organize activities, school celebrations or trips
- taking part in classroom activities
- helping in the library
- talking about their occupation or certain life experiences to students
- attending back-to-school events
- becoming a member of the governing board or parent associations
- participating in various committees
- participating in fundraising activities
- other

- 2. Generally speaking, what are the characteristics of the parents who are involved in school life?** (For example: mothers or fathers, families' cultural origins.)
- 3. Does the school have ways to promote the involvement of:**
- fathers?
 - mothers?
 - single-parent families?
 - the persons responsible for students who do not live with their parents?
 - parents who cannot attend activities because of work?
 - retirees in the community who wish to take part in intergenerational activities?
- 4. Does the school take the necessary steps to ensure that parent volunteers who leave the school are replaced?**
- 5. Does the school work at developing networks to reach the families that are less involved in school life?**
- 6. Does the school try to encourage other family members to participate?** (For example: grandparents, siblings.)
- If so:**
- Describe the methods used.
 - Identify the types of involvement sought from other family members.
- 7. At the beginning of the year, does the school inform parents of the activities in which they can participate?**
- If so:**
- Describe how the school informs parents (e.g. presentation at the general assembly, information in the newspaper sent to parents, posters, leaflets distributed by students, Web site).

8. Has the school established methods for determining what experience and interests parents have and how this can be used in the school or the classroom? (For example: having parents talk about their occupations to students, using parents' interests in crafts, music, sports, cooking, etc.)

If so:

- Identify the methods used (e.g. questionnaire given to students with report cards, posters, telephone survey, information in the newspaper given to parents, Web site).
- Describe the outcome (e.g. number of parents who take part, relationship with teachers).

9. Does the school ask parents to participate in theme committees (e.g. violence prevention week, nutrition week) or in parent associations?

If so:

- Indicate whether the school provides special support to these committees.

10. Is there a room or space in the school reserved for parents?

If so:

- Describe what it is used for (e.g. committee meetings, meetings during the day, planning events or activities).
- Indicate how often it is used.
- Indicate whether this space promotes parent participation.
- Indicate whether this space helps bring parents and school staff, students and parents, or the school staff and students closer together.
- Indicate whether the school provides the services of a resource person.
- If parents and school staff share the same space, indicate whether the school ensures that all information regarding students is kept confidential.

- 11. Does the school provide training or information on the tasks to be carried out to parents who participate in school activities?** (For example: volunteering in the library, during classroom activities, on field trips.)
- 12. Does the school usually organize events to recognize parent participation?**
If so:
- Describe the purpose of the event (e.g. to thank parents, to present them to the community).
 - Describe the type of event (e.g. wine and cheese, informal evening).
- 13. Does the school provide training or information to staff who work with parent volunteers?**
- 14. Does the school inform its staff and parents of the different achievements that have been possible thanks to parent participation?**

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:

(e.g. principal, cycle one teaching staff, professional staff, etc.)

ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation between the school and parents regarding encouraging parents to participate in school life?

☐

Excellent

☐

Good

☐

Average

☐

Requires development

In the opinion of those present, what are the school's main strengths in encouraging parents to participate in school life?

In the opinion of those present, what aspects could the school improve to encourage parents to participate in school life?



THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to encourage parents to participate in school life.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered to encourage parents to participate in school life.

Indicate the long-term actions (i.e. within two years) and means that could be considered to encourage parents to participate in school life.

[illegible]

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 2

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents and school staff.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE ON ENCOURAGING PARENTS TO PARTICIPATE IN SCHOOL LIFE

Reasons parents participate or not in school activities or volunteering

Parents' suggestions for participating in school life or volunteering

Means used or proposed by the school to facilitate participation in school activities or volunteering

***HARMONIZATION OF STRATEGIES TO FACILITATE
PARENTS' PARTICIPATION IN SCHOOL LIFE***

Strategies or action requiring review or completion, if applicable

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- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

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4.

**WORKING MORE CLOSELY WITH THE COMMUNITY TO MEET
THE NEEDS OF FAMILIES AND YOUNG PEOPLE**

Working more closely with the community to meet the needs of families and young people involves identifying or promoting the resources or services offered by the community (community, social, cultural, institutional and economic partners) that can help meet the needs of young people (health, sports, culture, recreational) and, more generally, those of families (leisure, sports, employment or housing, families integrating into a new environment, etc.). Rather than trying to meet the needs of students and their families alone, the school must seek partnerships that will help meet these needs using the resources available in its environment.

- 1. Which neighbourhood organizations currently work with the school?**
(For example: municipal recreational services, CSSS, police services, family centres, youth centres, financial institutions, community groups, social clubs, local businesses, foundations, CEGEPs and universities, adult education centres, the Ministère de l'Immigration et des Communautés Culturelles, cultural centres, municipal libraries.)
- 2. Does the school have ways of keeping its staff well informed of the structures of the different organizations and the services that could support them in their work?**

If so:
– Indicate whether the school makes sure it informs new staff.
- 3. Do the actions of the organizations and their resources complement the actions already taken in the school? How are they complementary?**

4. Does anyone coordinate these resources at the school?

If so:

- Who is responsible for the coordination (e.g. an individual, a team)?

5. How is information on the actions of the organizations distributed in the school? (For example: information leaflet, annual progress report.)

6. Are the organizations that work with or offer services in the school familiar with the school's educational project?

If so:

- How are the organizations informed of the educational project?
- How do these organizations take it into account in their intervention with students?

7. What types of services do these organizations offer? (For example: extracurricular activities for students or parents, homework assistance, mentoring, meals and snacks, interpreting services, psychosocial support, support for people experiencing divorce or separation, dissemination of information to parents, parent support groups, help financing school projects, support for students or parents integrating into a new environment, participation in the governing board.)

8. Do the organizations work with the school sporadically or on a regular basis? (For example: monthly meetings with CSSSs and other organizations to discuss problems identified in the milieu, establishing links with appropriate organizations to carry out interventions.)

9. Which community-based services are offered outside school hours? (For example: summer camp for young people or families, cultural, sports or social activities in the evening or on weekends.)



10. Does the school make certain rooms available to the community after school hours?

11. Of the types of services mentioned:

- Which ones are aimed at **students** (e.g. tutoring, academic upgrading, sports or cultural activities, classroom contests or draws, homework assistance)?

- Which ones are aimed at **parents** (e.g. workshops on parent-child communication or specific problems, literacy or language courses, support for parents who are going through a divorce, services for single-parent families, job search programs)?

- Which ones are aimed at **school staff** (e.g. interpreting services, awareness of ethnic and cultural diversity, mediation services, how to deal with a crisis situation, taxing, preventing drug or alcohol abuse, suicide prevention)?

12. Have the community organizations and the school already established a procedure for dealing with students or families with specific needs?

13. Is there a venue in the community where parents can meet to discuss issues?

14. Do the organizations and the school offer joint training sessions on issues affecting children? (For example: cultural communities, student retention rate, intervention in the event of violence.)

15. Generally speaking, does the school give parents information on community-based services?

If so:

- Specify how the school informs parents (e.g. distributes a list of community organizations to parents, sets up information tables at the beginning of the school year, displays brochures at the school entrance, sends letter to parents at the beginning of the school year, organizes a community fair in the school, creates a Web site).
- Describe what parents think of this information.

16. Do school representatives attend certain community events? (For example: day events organized by community groups, cultural evenings, family events in the local park.)

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:

(e.g. principal, cycle one teaching staff, professional staff, etc.)

ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation between the school and parents regarding cooperation with the community to meet the needs of families and young people?

☐

Excellent

☐

Good

☐

Average

☐

Requires development

In the opinion of those present, what are the school's main strengths regarding cooperation with the community to meet the needs of families and young people?

In the opinion of those present, what areas could the school improve regarding cooperation with the community to meet the needs of families and young people?



THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to improve cooperation with the community.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered to improve cooperation with the community.

Indicate the long-term actions (i.e. within two years) and means that could be considered to improve cooperation with the community.

[illegible]



RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 2

SECTION 1 :

WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF YOUNG PEOPLE

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents. It is also designed to adjust and harmonize, as required, the activities and services for young people that are offered by the school and by community organizations.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE CONCERNING THE NEEDS OF YOUNG PEOPLE, AS WELL AS THE ACTIVITIES AND SERVICES DESIGNED FOR THEM

Improvements that parents wish to see regarding their awareness of community services and organizations

Parents' concerns about their children

Activities that parents would like made available to young people, and preferred times

Activities or services offered to young people by the school or by community organizations

Activities or services requiring review or completion, if applicable

[illegible]

SECTION 2 :**WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF FAMILIES**

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents. It is also designed to adjust and harmonize, as required, the activities and services for parents that are offered by the school and by community organizations.

**COMPARISON OF THE RESULTS OF THE INVENTORY
AND THE QUESTIONNAIRE CONCERNING ACTIVITIES
AND SERVICES FOR PARENTS**

Activities or services that parents would like made available to them

Activities or services offered to parents by the school or by community organizations



HARMONIZATION OF ACTIVITIES AND SERVICES FOR PARENTS

Activities or services requiring review or completion, if applicable

Selection of priority actions, identification of staff in charge and establishment of the implementation schedule

Appendix 2

Questionnaire *for Parents*

**BRINGING FAMILIES
AND ELEMENTARY SCHOOLS
CLOSER TOGETHER**



QUESTIONNAIRE FOR PARENTS

FOCUS AREA



DIVERSIFYING AND FACILITATING COMMUNICATION BETWEEN PARENTS AND THE SCHOOL

My child (children)
is (are) enrolled at _____ **School**
in: (name of school)

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____

We wish to diversify and facilitate communication between parents,

***School and its staff (teachers, non-teaching professionals,
support and administrative staff).***

This means, for example, implementing effective communication tools between parents and the school, providing all the information you need to adequately support your child and ensuring that you receive a warm welcome at the school.

A **What do you think about the communication between parents and the school?**

Choose the appropriate number: ☒

▲ I totally disagree
▲ I somewhat disagree
▲ I somewhat agree
▲ I totally agree

1. In general, it is easy to speak with the teachers.

1	2	3	4
---	---	---	---
2. In general, it is easy to speak with the school principal.

1	2	3	4
---	---	---	---
3. The school has an area to receive parents.

1	2	3	4
---	---	---	---
4. I am well received when I go to the school.

1	2	3	4
---	---	---	---
5. I am well informed of school activities.

1	2	3	4
---	---	---	---
6. I am well informed of my child's progress.

1	2	3	4
---	---	---	---
7. I am well informed of my child's behaviour.

1	2	3	4
---	---	---	---
8. I am well informed of services offered at the school (remedial and special education services, speech therapy services, psychoeducational services, health services).

1	2	3	4
---	---	---	---
9. I am well informed of what my child learns in school.

1	2	3	4
---	---	---	---
10. I am well informed of the governing board's decisions and activities.

1	2	3	4
---	---	---	---
11. Written documents from the school are easy to understand.

1	2	3	4
---	---	---	---
12. When speaking to me, the school staff use language that is easy to understand.

1	2	3	4
---	---	---	---
13. When I have questions about the school or my child, it is easy to get an answer.

1	2	3	4
---	---	---	---
14. Contact with the school staff and the daycare staff is generally positive.

1	2	3	4
---	---	---	---
15. Contact with the school staff and the daycare staff is helpful to me.

1	2	3	4
---	---	---	---

▲ I totally disagree
 ▲ I somewhat disagree
 ▲ I somewhat agree
 ▲ I totally agree

16. The school staff is available to meet with parents.

1	2	3	4
---	---	---	---

17. I know who to turn to in the school if I need information.

1	2	3	4
---	---	---	---

18. I can contact the school at times
that are convenient for me.

1	2	3	4
---	---	---	---

Comments: _____

**B. What do you think could improve communication
between parents and the school?**

Choose the appropriate number: ☒

▲ Not at all important
 ▲ Somewhat important
 ▲ Important
 ▲ Very important

19. Use simple language in written communications.

1	2	3	4
---	---	---	---

20. Talk to parents using words that are easy to understand.

1	2	3	4
---	---	---	---

21. Give parents more opportunities to speak with the teachers.

1	2	3	4
---	---	---	---

22. Provide more information on the
Québec Education Program.

1	2	3	4
---	---	---	---

23. Provide more information on the choice of programs
in secondary school.

1	2	3	4
---	---	---	---

24. Provide more information on the school's rules.

1	2	3	4
---	---	---	---

25. Provide more information on my child's
progress at school.

1	2	3	4
---	---	---	---

26. Provide more information on the services at the school
(remedial and special education services, speech therapy
services, psychoeducational services, health services).

1	2	3	4
---	---	---	---



▲ Not at all important
 ▲ Somewhat important
 ▲ Important
 ▲ Very important

27. Provide more information on school and extracurricular activities. 1 2 3 4
28. Provide more information on report cards. 1 2 3 4
29. Provide more information on my child's development. 1 2 3 4
30. Provide more information on students' or other people's achievements. 1 2 3 4
31. Provide more information on my child's behaviour. 1 2 3 4
32. Contact me by telephone more often (e.g. try to reach me personally or leave a message so that I can return the call). 1 2 3 4
33. Contact me by e-mail more often. 1 2 3 4
34. Send more information documents home. 1 2 3 4
35. Have more meetings with parents. 1 2 3 4
36. Make parents feel more welcome at school. 1 2 3 4
37. Help me arrange transportation to meetings because I live far from the school (e.g. car pooling). 1 2 3 4
38. Provide a letter for my employer when I am called to the school. 1 2 3 4
39. Have activities for my child and my younger children during meetings at the school. 1 2 3 4
40. Have interpreters at the meetings. 1 2 3 4

Comments: _____

THANK YOU FOR YOUR INPUT!

QUESTIONNAIRE FOR PARENTS

FOCUS
AREA

2

HELPING PARENTS EXERCISE THEIR ROLE

My child (children)
is (are) enrolled at _____ **School**
in: _____ (name of school)

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____

_____ ***School would like to know how we can
keep you informed and what we can do to help you as a parent.***

This means, for example, giving you information on how to talk to your child,
help with homework, understand the conditions that help students learn,
and be familiar with the services that can help you as a parent.

A **Participation in meetings at the school**
If you participated in at least one meeting
at the school this year:

Choose the appropriate number: ☒

1 totally disagree
2 somewhat disagree
3 somewhat agree
4 totally agree

1. The information discussed met my needs.

1	2	3	4
---	---	---	---
2. The meeting times were convenient.

1	2	3	4
---	---	---	---
3. The length was reasonable.

1	2	3	4
---	---	---	---
4. It was easy to understand.

1	2	3	4
---	---	---	---
5. I received the invitations to the meetings.

1	2	3	4
---	---	---	---
6. I learned something new.

1	2	3	4
---	---	---	---
7. This information helped me with my child.

1	2	3	4
---	---	---	---
8. It gave me a good opportunity to talk to my child.

1	2	3	4
---	---	---	---

Comments: _____

B. Non-participation in meetings at the school

If you did not participate in any meeting at the school this year, please tell us why:

Check all that apply: ☒

9. I am not interested in this type of activity. _____ ☐
10. I am unable to attend because of work. _____ ☐
11. I did not receive enough information on these activities. _____ ☐
12. I am too tired or busy to participate. _____ ☐
13. It makes me uncomfortable. _____ ☐
14. I already had the necessary information. _____ ☐
15. I do not have a babysitter for my younger children. _____ ☐
16. The school is too far from my home. _____ ☐
17. I have limited access to transportation. _____ ☐
18. I do not find the meeting times convenient. _____ ☐
19. I did not receive any information. _____ ☐
20. I had schedule conflicts. _____ ☐
21. I do not speak English well enough. _____ ☐

Comments: _____

C. The school's role in keeping parents informed

22. The school gives me information on my child's development.
For example: information on the supervision and support given my child,
on his or her health, and information that allows me to supervise
and discuss school work at home.

☐ YES ☐ NO

23. The school informs me of how important parent-child relationships are.
For example: how important it is to talk to my child about what he or
she is going through at school, read or do activities with him or her,
encourage my child in his or her achievements and plans.

☐ YES ☐ NO

24. The school organizes or tells me about services or activities that could help
me as a parent. For example: homework assistance programs at school or
in the community, support groups for parents and community resources.

☐ YES ☐ NO

Comments: _____

**Topics of interest to parents**

What would you like more information on?

Check all that apply: ☒

25. The transition to elementary school ☐
26. A typical day at school ☐
27. My child's homework ☐
28. Changes in education ☐
29. Learning in different subjects ☐
30. The transition from elementary to secondary school ☐
31. Day care services ☐
32. Report cards ☐
33. Students' experience in a combined class ☐
34. The possible paths in secondary school ☐
35. The difficulties my child is having ☐
36. My child's progress ☐
37. The support my child receives at school ☐
38. The choice of sports and cultural activities for the children ☐
39. Future opportunities for young people ☐
40. Support for children (at home and at school) ☐
41. The importance of talking to and encouraging my child ☐
42. Intimidation among young people (taxing) ☐



Topics of interest to parents

What would you like more information on?

Check all that apply: ☒

43. Difficult and violent behaviour ☐
44. Relationships between boys and girls ☐
45. Adolescent sexuality (e.g. development, relationships, contraception) ☐
46. Health (hygiene, physical exercise, sleep, stress, substance abuse) ☐
47. Nutrition and eating disorders ☐
48. Changes during adolescence ☐
49. Information on Québec society and Québec's
education system ☐

**Please indicate the numbers
of the three topics
that interest you most:**

Other subjects: _____

E. Ways of keeping parents informed
Would you like to...

50. discuss these topics with resource persons
in meetings? ☐ YES ☐ NO
51. discuss these topics with other parents
so that you can help each other? ☐ YES ☐ NO
52. read a document or watch a video (at home)
on these topics? ☐ YES ☐ NO
53. find information on the Internet or elsewhere? ☐ YES ☐ NO

Other suggestions: _____

F. Making it easier for parents to participate in meetings
Would you like to...

- | | | |
|---|------------------------------|-----------------------------|
| 54. have access to activities for your child
or your other children during these meetings? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 55. have help finding transportation
to these meetings? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 56. have interpreters at these meetings? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Other suggestions: _____

Other comments: _____

THANK YOU FOR YOUR INPUT!

QUESTIONNAIRE FOR PARENTS

FOCUS
AREA

3

**ENCOURAGING PARENTS TO PARTICIPATE
IN SCHOOL LIFE**

My child (children)
is (are) enrolled at _____ **School**
in: _____ (name of school)

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____

_____ ***School would like to know
how to encourage parents to be more involved in school life and participate
in different types of activities.***

This means, for example, attending a show put on by the students or an exhibit of their work, going on an excursion with the students, refereeing a sports activity, helping in the library or joining the governing board or the parent participation organization.

**A. Participation in school activities
(shows, sports, exhibits, etc.)**

If you took part in at least one activity
at the school this year:

Choose the appropriate number: ☒

1 I totally disagree
2 I somewhat disagree
3 I somewhat agree
4 I totally agree

1. I liked the activity. 1 2 3 4
2. I came because my child was taking part
in the activity. 1 2 3 4
3. I felt shy. 1 2 3 4
4. I learned what my child does at school. 1 2 3 4
5. It made me want to participate even more. 1 2 3 4
6. I came because my child asked me. 1 2 3 4
7. A school staff member asked me to come
(principal, teacher, other). 1 2 3 4
8. Another parent asked me to come. 1 2 3 4

Comments: _____

B. Non-participation in school activities

If you did not take part in any activity at the school this year,
please tell us why:

Check all that apply: ☒

9. I was unable to attend because of work. ☐
10. I was not interested. ☐
11. My child did not take part. ☐
12. I was too tired or busy. ☐
13. My child did not want me to attend. ☐
14. The school is too far from my home. ☐
15. I have limited access to transportation. ☐
16. I do not have a babysitter for my younger children. ☐
17. I am not very familiar with how the school operates. ☐
18. I do not know anyone at the school. ☐
19. I do not feel comfortable at the school. ☐
20. I was not informed about the activities. ☐
21. I was never invited to attend. ☐
22. I do not speak English well enough. ☐

Comments: _____



Participation as a volunteer

(talking about an occupation or hobby, going on an outing with the students, refereeing a sports activity)

If you volunteered at the school this year:

Choose the appropriate number: ☒

1 I totally disagree
 2 I somewhat disagree
 3 I somewhat agree
 4 I totally agree

23. I liked participating.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
24. I did not know what to do.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
25. It made me want to participate even more.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
26. I was well prepared for what I had to do.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
27. I felt that my participation was appreciated.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>

Comments: _____

D Non-participation as a volunteer

If you did not volunteer at the school this year, please tell us why:

Check all that apply: ☒

28. I was unable to volunteer because of work..... ☐
29. I was not interested..... ☐
30. My child did not take part..... ☐
31. I was too tired or busy..... ☐
32. My child did not want me to participate..... ☐
33. The school is too far from my home..... ☐
34. I have limited access to transportation..... ☐
35. I do not have a babysitter for my younger children..... ☐
36. I do not speak English well enough..... ☐
37. I am not very familiar with how the school operates..... ☐
38. I do not know anyone at the school..... ☐
39. I do not feel comfortable at the school..... ☐
40. I was not informed about the activities..... ☐
41. I would not know what to do..... ☐
42. I was never asked to volunteer..... ☐
43. I volunteer elsewhere..... ☐

Comments: _____

E *Making it easier for parents to volunteer*

Choose the appropriate number: ☒

▲ Not at all important
 ▲ Somewhat important
 ▲ Important
 ▲ Very important

- | | | | | | |
|---|---|---|---|---|---|
| 44. provide a suitable area on the school grounds where parents could meet..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |
| 45. tell me about the activities I could get involved in..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |
| 46. become more familiar with my interests, occupation, preferences, etc..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |
| 47. have activities or a daycare service for young children during parent volunteer meetings..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |
| 48. tell me before an activity begins what to do and how to do it..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |
| 49. show appreciation for my work as a volunteer..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |
| 50. set up a buddy system to support parents..... | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | |

Other suggestions: _____

E. Making it easier for parents to volunteer

51. Would you be interested in becoming a parent volunteer?

☐ YES ☐ NO

If so, what activities would you like to volunteer for? _____

Other comments: _____

THANK YOU FOR YOUR INPUT!



QUESTIONNAIRE FOR PARENTS

FOCUS
AREA



**WORKING MORE CLOSELY WITH THE COMMUNITY TO MEET
THE NEEDS OF FAMILIES AND YOUNG PEOPLE**

SECTION 1:

WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF YOUNG PEOPLE

My child (children)
is (are) enrolled at _____ **School**
in: (name of school)

Preschol ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____



School would like to find out about your child's needs and preferences so we can help you meet those needs together with community organizations.

Taking into account the possibilities and constraints of our community, we could determine, together with these organizations, whether it is possible to offer the most popular activities or services.

Some of the organizations the school works with include: municipal recreational services, CSSSs, community centres, youth centres, social clubs, family centres, youth prevention or intervention groups, etc.

A. Knowledge of community organizations

- | | | |
|--|------------------------------|-----------------------------|
| 1. I am familiar with the local organizations. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. My child participates in activities at neighbourhood organizations. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3. I participate in the activities of certain organizations. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

**B. Improving parents' knowledge
of community organizations**

Would you like the school to help you...

Choose the appropriate number: ☒

▲ Not at all important
 ▲ Somewhat important
 ▲ Important
 ▲ Very important

4. find out more about the services of the CSSS?

1	2	3	4
---	---	---	---
5. find out more about the recreational activities available
in the community?

1	2	3	4
---	---	---	---
6. find out more about summer programs and
activities for children?

1	2	3	4
---	---	---	---
7. find out more about the services in the neighbourhood
or area?

1	2	3	4
---	---	---	---

Suggestions: _____

C. Parents' concerns

As a parent, is it important to you

8. that safety be improved in the school's vicinity
and in the parks near the school? ☐ YES ☐ NO
9. that the parks programs for children be improved? ☐ YES ☐ NO
10. that the facilities in the schoolyard and
parks be improved? ☐ YES ☐ NO



Parents' concerns

As a parent, is it important to you

- | | | |
|--|------------------------------|-----------------------------|
| 11. to know who to turn to if you have problems with your child (e.g. running away, eating disorders, violence, abuse)? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 12. that your child know who to turn to if he or she wants to confide in someone other than you? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 13. to know what organizations are in the neighbourhood, what activities they offer, when and how you can reach them (opening hours and phone number)? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 14. that your child know who can help him or her with homework? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 15. that your child know who to turn to if he or she is experiencing problems of violence (taxing, threats, etc.)? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 16. that your child know or that I am told who to turn to if he or she is unmotivated or feeling stressed? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 17. that your child know who or that I am told who to turn to when the family is going through a difficult time (death, separation, divorce, illness). | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 18. what options you have if you're having difficulty paying for your children's activities. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Other concerns: _____

D **Cultural and scientific activities for young people**
What activities interest your child the most?

Check all that apply: ☒

19. Arts, drawing, painting, pottery, etc. ☐
20. Singing, choir, music ☐
21. Dance ☐
22. Photography ☐
23. Cinema ☐
24. Video games ☐
25. Computers, information technology, the Internet, etc. ☐
26. Scientific activities ☐
27. Putting on shows, festivals, galas ☐
28. The school yearbook ☐
29. Theatre ☐
30. Graduation activities ☐
31. School radio ☐
32. Student council ☐
33. A babysitting course ☐
34. Volunteering ☐
35. Cooking ☐
36. Other: ☐

Please indicate the numbers of the three cultural and scientific activities that interest your child most:

E.

Sports activities for young people

What team sports interest your child the most?

Check all that apply: ☒

- 37. Hockey ☐
- 38. Ringette ☐
- 39. Cosom hockey ☐
- 40. Basketball ☐
- 41. Badminton ☐
- 42. Soccer ☐
- 43. Tennis ☐
- 44. Volleyball ☐
- 45. Football ☐
- 46. Softball or baseball ☐
- 47. Other: ☐

What individual sports interest your child the most?

Check all that apply: ☒

- 48. Figure skating ☐
- 49. Bowling ☐
- 50. Swimming ☐
- 51. Rollerblading ☐
- 52. Gymnastics ☐

E Sports activities for young people

What individual sports interest your child the most?

Check all that apply: ☒53. Judo, combat sports ☐54. Bicycle ☐55. Outdoor activities (cross-country skiing, camping, hiking, canoeing) ☐56. Circus-type activities (trapeze, juggling, trampoline) ☐57. Athletics (running, jumping, throwing disciplines) ☐58. Other: ☐Please indicate the numbers of
the three sports activities that interest
your child most: **F Activity schedule**

When should activities be offered?

Choose the appropriate number: ☒59. After school between 3:00 and 6:00 p.m. 1 2 3 460. After supper 1 2 3 461. On weekends 1 2 3 462. On pedagogical days 1 2 3 463. During spring break 1 2 3 464. During the Christmas holidays and summer vacation 1 2 3 4

◀ Not at all important
 ◀ Somewhat important
 ◀ Important
 ◀ Very important

Other suggestions: _____



65. Do you know any organization(s) that the school
could work with?

☐ YES

☐ NO

If so, please specify: _____

THANK YOU FOR YOUR INPUT!

QUESTIONNAIRE FOR PARENTS

FOCUS
AREA



**WORKING MORE CLOSELY WITH THE COMMUNITY TO MEET
THE NEEDS OF FAMILIES AND YOUNG PEOPLE**

SECTION 2:

WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF FAMILIES

My child (children)
is (are) enrolled at _____ **School**
in: (name of school)

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____



School would like to find out about your needs and interests as parents so we can help you meet those needs together with community organizations.
Your suggestions will help our partner organizations offer the most popular activities and services.

Some of the organizations the school works with include: municipal recreational services, CSSSs, community centres, youth centres, social clubs, family centres, youth prevention or intervention groups, etc.

A. Activities and services that would be useful for you as a parent

Choose the appropriate number: ☒ 1

	Not at all important	Somewhat important	Important	Very important
66. Health services	1	2	3	4
67. Help overcoming difficulties, stress, etc.	1	2	3	4
68. Support for parents going through separation or divorce	1	2	3	4
69. Food-related services (cafeteria)	1	2	3	4
70. Help finding housing	1	2	3	4
71. Help balancing my budget	1	2	3	4
72. Help finding employment	1	2	3	4
73. Parent-child activities	1	2	3	4
74. Activities to meet other parents	1	2	3	4

A *Activities and services that would be useful
for you as a parent*Choose the appropriate number: ☒

◀ Not at all important
 ◀ Somewhat important
 ◀ Important
 ◀ Very important

75. Support groups for single-parent families

1	2	3	4
---	---	---	---
76. Computer courses

1	2	3	4
---	---	---	---
77. Literacy courses

1	2	3	4
---	---	---	---
78. French classes

1	2	3	4
---	---	---	---
79. Activities for newcomers

1	2	3	4
---	---	---	---
80. Information for newcomers on Québec society

1	2	3	4
---	---	---	---
81. Other:

B *Activities and sports that interest you*Choose the appropriate number: ☒

◀ Not at all important
 ◀ Somewhat important
 ◀ Important
 ◀ Very important

82. Social activities

1	2	3	4
---	---	---	---
83. Cooking classes

1	2	3	4
---	---	---	---
84. Sewing classes

1	2	3	4
---	---	---	---
85. Dance classes

1	2	3	4
---	---	---	---
86. Choir, music

1	2	3	4
---	---	---	---
87. Theatre

1	2	3	4
---	---	---	---
88. Artistic activities (painting, drawing, pottery)

1	2	3	4
---	---	---	---
89. Book club

1	2	3	4
---	---	---	---
90. Soccer

1	2	3	4
---	---	---	---

B. Activities and sports that interest you

Choose the appropriate number: ☒

◀ Not at all important
 ◀ Somewhat important
 ◀ Important
 ◀ Very important

91. Swimming, aquafitness.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
92. Badminton	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
93. Basketball	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
94. Hockey	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
95. Aerobic activities (walking, jogging).....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
96. Bowling.....	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>
97. Other:	

Please indicate the numbers of the three activities that interest you most:

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Other comments: _____

THANK YOU FOR YOUR INPUT!

Appendix 3

Results-Analysis Forms

*Related to the Questionnaire
for Parents*

**BRINGING FAMILIES
AND ELEMENTARY SCHOOLS
CLOSER TOGETHER**



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Note: The forms in this appendix are part of a kit that includes an inventory of practices for school staff, a questionnaire for parents and a companion guide that outlines the entire process and provides additional material. Several people from the education community and partner organizations validated the kit's content. A list of these people can be found in the Companion Guide.

RESULTS-ANALYSIS FORMS RELATED TO THE QUESTIONNAIRE FOR PARENTS

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RESULTS-ANALYSIS FORM RELATED TO THE QUESTIONNAIRE FOR PARENTS

FOCUS AREA



DIVERSIFYING AND FACILITATING COMMUNICATION BETWEEN PARENTS AND THE SCHOOL

School: _____

Date of meeting: _____

Meeting leader or resource person: _____

Number of parents present: _____

Identification of the parents present and characteristics of the group of parents
(e.g. mother or father, families' cultural origins):

These parents have children enrolled in:

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____



A *What do you think about the communication between parents and the school?*

Based on the answers to the questions and the comments in section A (statements 1 to 18):

Indicate parents' perceptions of the availability of school staff (statements 1, 2, 13, 16, 17 and 18).

Indicate parents' perceptions of the clarity and usefulness of the information provided by the school (statements 5, 6, 7, 8, 9, 10 and 15).

Indicate parents' general perception of the welcome they receive at the school (statements 3, 4 and 14).

Indicate the parents' level of comprehension of written and verbal communications (statements 11 and 12).

B *What do you think could improve communication between parents and the school?*

Based on the answers to the questions and the comments in section A (statements 19 to 40):

Indicate those aspects that parents consider very important for ensuring communication between families and the school.

Indicate other aspects that parents consider important, but not priorities.



Indicate aspects that parents consider less important.

Other comments or specific requests by parents (written or verbal) concerning communication between parents and the school:

Comments by the meeting leader (organizational conditions, atmosphere during the meeting, etc.):

KEY POINTS RELATING TO FOCUS AREA 1

Summarize parents' perceptions and suggestions for facilitating communication with respect to:

The availability and clarity of information provided by the school

Things that could contribute to improving communication between parents and the school

Note: Please include the completed questionnaires with this form.

RESULTS-ANALYSIS FORM RELATED TO THE QUESTIONNAIRE FOR PARENTS

FOCUS AREA



HELPING PARENTS EXERCISE THEIR ROLE

School: _____

Date of meeting: _____

Meeting leader or resource person: _____

Number of parents present: _____

Identification of the parents present and characteristics of the group of parents
(e.g. mother or father, families' cultural origins):

These parents have children enrolled in:

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____



A *Participation in meetings at the school*

Based on the answers to the questions and the comments in section A (statements 1 to 8):

Indicate parents' perceptions of the usefulness and content of information meetings (statements 1, 4 and 6).

Indicate parents' perceptions of the possible benefits of these meetings (statements 7 and 8).

Indicate parents' general perception of the organizational aspect of the meetings (statements 2, 3 and 5).

B *Non-participation in meetings at the school*

Based on the answers to the questions and the comments in section B (statements 9 to 21), indicate why parents did not participate in any meetings:

Lack of information (statements 11 and 19)

Not available (statements 10, 12 and 20)

Personal situation made it too difficult to attend (statements 15, 16, 17, 18 and 21)

Not interested in attending, uncomfortable with the idea of attending or already sufficiently informed about the subject matter (statements 9, 13 and 14)

C *The school's role in keeping parents informed*

Based on the answers to question 22, does the school provide parents with enough information on their child's development?

YES	Number of parents	NO	Number of parents
	<input type="text"/>		<input type="text"/>

Based on the answers to question 23, does the school provide parents with enough information on the importance of their relationship with their child?

YES	Number of parents	NO	Number of parents
	<input type="text"/>		<input type="text"/>

Based on the answers to question 24, does the school organize or make parents aware of services or activities that could help them exercise their role?

YES	Number of parents	NO	Number of parents
	<input type="text"/>		<input type="text"/>

D *Topics of interest to parents*

Based on the answers to the questions and the other subjects mentioned in section D (statements 25 to 49):

Indicate the three topics that parents consider most important and would like to have more information on.

Indicate the other topics that parents showed interest in.

Indicate the topics that parents showed little interest in.

E Ways of keeping parents informed

Based on the answers to the questions and the other suggestions in section E (statements 50 to 53), indicate the ways of providing information favoured by parents.

The ways of providing information that are favoured by parents (in descending order of importance):

Other suggestions from parents:



F *Making it easier for parents to participate in meetings*

Based on the answers to the questions and the suggestions in section F (statements 54 to 56), indicate ways of facilitating parent participation.

Other comments or specific requests by parents (written or verbal) with respect to making it easier for parents to exercise their role:

Comments by the meeting leader (organizational conditions, atmosphere during the meeting, etc.):

KEY POINTS RELATING TO FOCUS AREA 2

Summarize parents' perceptions and suggestions for making it easier to exercise their role:

Parents' reasons for participating or not participating in school meetings (information, availability and favourable conditions):

Topics of most interest to parents:

Topics of least interest to parents:

Parents' suggestions for encouraging them to participate more actively:

Note: Please include the completed questionnaires with this form.

RESULTS-ANALYSIS FORM RELATED TO THE QUESTIONNAIRE FOR PARENTS

FOCUS AREA



ENCOURAGING PARENTS TO PARTICIPATE IN SCHOOL LIFE

School: _____

Date of meeting: _____

Meeting leader or resource person: _____

Number of parents present: _____

Identification of the parents present and characteristics of the group of parents
(e.g. mother or father, families' cultural origins):

These parents have children enrolled in:

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____



A *Participation in school activities (shows, sports, exhibits, etc.)*

Based on the answers to the questions and the comments in section A (statements 1 to 8), indicate parents’ opinions about their presence at school activities:

Parents’ reasons for attending school activities (statements 2, 6, 7 and 8)

Possible benefits of attending these activities (statements 4 and 5)

Their general reaction (statements 1 and 3)

B *Non-participation in school activities*

Based on the answers to the questions and the comments in section B (statements 9 to 22), indicate parents' reasons for not attending any school activities:

Lack of information (statements 17, 20 and 21)

Lack of self-assurance (statements 13, 18 and 19)

Not able to attend (statements 9 and 12)



Difficulty getting to the school or lack of information and services (statements 14, 15, 16 and 22)

Lack of interest on the part of parents or children (statements 10 and 11)

List, in descending order of importance, the obstacles most often mentioned by parents in their answers and comments.

C *Participation as a volunteer*

Based on the answers to the questions and the comments in section C (statements 23 to 27), indicate parents' opinions about their participation as volunteers.

Their general reaction (statements 23, 25 and 27)

Their assessment of their participation in volunteer activities (statements 24 and 26)



D *Non-participation as a volunteer*

Based on the answers to the questions and the comments in section D (statements 28 to 43), indicate parents’ opinions about their non-participation as volunteers.

Lack of information (statements 37, 40, 41 and 42)

Their child’s behaviour (statements 30 and 32)

Lack of availability (statements 28, 31 and 43)

Difficulty getting to the school or lack of services (statements 33, 34, 35 and 36)

Lack of interest or lack of self-assurance (statements 29, 38 and 39)

List, in descending order of importance, the obstacles most often mentioned by parents in their answers and comments.



E *Making it easier for parents to volunteer*

Based on the answers to the questions and the suggestions in section E (statements 44 to 50), indicate parents’ main suggestions for encouraging them to participate in school life:

Based on the answers to question 51 in section E, are parents interested in becoming volunteers at school?

YES	Number of parents	NO	Number of parents
	<div></div>		<div></div>

Activities parents would like to volunteer for:

Other comments or specific requests by parents (written or verbal) concerning parent participation in school life:

Comments by the meeting leader (organizational conditions, atmosphere during the meeting, etc.):



KEY POINTS RELATING TO FOCUS AREA 3

Summarize parents’ perceptions and their suggestions for making it easier for them to participate in school life with respect to:

Their reasons for participating or not participating in school activities (information, availability and interest) and volunteering:

Parents’ suggestions for encouraging volunteering and participation in school activities:

Note: Please include the completed questionnaires with this form.

RESULTS-ANALYSIS FORM RELATED TO THE QUESTIONNAIRE FOR PARENTS



WORKING MORE CLOSELY WITH THE COMMUNITY TO MEET THE NEEDS OF FAMILIES AND YOUNG PEOPLE

School: _____

Date of meeting: _____

Meeting leader or resource person: _____

Number of parents present: _____

Identification of the parents present and characteristics of the group of parents
(e.g. mother or father, families' cultural origins):

These parents have children enrolled in:

Preschool ☐

Elementary Cycle One ☐

Elementary Cycle Two ☐

Elementary Cycle Three ☐

Other (specify) _____



SECTION 1 :
WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF YOUNG PEOPLE

Note: The results from this section may be made available to the organizations concerned.

A Knowledge of community organizations

Based on the answers to the questions in section A (statements 1 to 3), indicate whether parents know about and use the services of local organizations:

B Improving parents' knowledge of community organizations

Based on the answers to the questions and the suggestions in section B (statements 4 to 7), list, in descending order of importance, the services and organizations that parents would like to find out more about:

C. Parents' concerns

Based on the answers to the questions in section C (statements 8 to 10), indicate parents' degree of concern about:

Safety in the parks

Organized activities for children in the parks

Facilities in the schoolyard and parks

Based on the answers to the questions and comments in section C (statements 11 to 18), list, in descending order of importance, parents' main concerns about their children:



D. Cultural and scientific activities for young people

Based on the answers to the questions and the other suggestions in section D (statements 19 to 36):

List three cultural and scientific activities that parents feel children are most interested in.

List other cultural and scientific activities that children are interested in.

List the cultural and scientific activities chosen least often.

E Sports activities for young people

Based on the answers to the questions and other suggestions in section E:

List the team sports that children are interested in (section E, statements 37 to 47).
Indicate the three team sports mentioned most often.

List the individual sports that children are interested in (section E, statements 48 to 58). Indicate the three individual sports mentioned most often.

List the sports activities that parents consider most important.



F **Activity schedule**

Indicate the best times for offering activities (section F, statements 59 to 64 and other suggestions).
List these times in descending order of importance.

List parents' suggestions of organizations that the school could collaborate with (section F, statement 65).

KEY POINTS RELATING TO FOCUS AREA 4, SECTION 1

Summarize here:

The main areas in which parents would like to improve their knowledge of community organizations and the services they offer

Parents' main concerns about their child

The cultural, scientific and sports activities chosen most often

The cultural, scientific and sports activities chosen least often



SECTION 2:
WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF FAMILIES

Note: The results from this section may be made available to the organizations concerned.

A. Activities and services that would be useful for you as a parent

Based on the answers to the questions in section A (statements 66 to 81), list the activities and services parents consider most useful.

B. Activities and sports that interest you

Based on the answers to the questions in section B (statements 82 to 97), list the three activities or sports that parents are most interested in.

List other activities and sports that parents are interested in.

List the activities and sports that were chosen least often.



Other comments or specific requests by parents (written or verbal) concerning closer collaboration between the school and community to meet the needs of families and young people:

Comments by the meeting leader (organizational conditions, atmosphere during the meeting, etc.):

KEY POINTS RELATING TO FOCUS AREA 4, SECTION 2

Summarize here:

The activities and services parents consider most important

The activities and sports chosen most often by parents

Note: Please include the completed questionnaires with this form.